

SECONDARY BUSINESS/TECHNOLOGY AND MARKETING EDUCATION PROGRAMS

PART I: SCOPE

The business/technology and marketing programs are designed to prepare students for entry-level employment in business/technology and marketing occupations and/or for further education/training. This field offers challenging and rewarding career opportunities for all individuals. To be approved, business/technology and marketing programs must be designed to educate students about business/technology and marketing and prepare them for employment in a business occupation area or field and/or for continuing education.

PART II: OCCUPATIONS TO BE SERVED

The Classification of Instructional Programs (CIP), published by the US Office of Education, lists nearly 100 codes, which describe the occupations served by business education. To simplify reporting, business education programs in Montana are listed in the following two broad occupational categories:

11. COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES

A group of instructional programs that focus on the computer and information sciences and prepare individuals for various occupations in information technology and computer operations fields.

52. BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES.

A group of instructional programs that prepare individuals to perform managerial, Technical support, and applied research functions related to the operation of commercial and non-profit enterprises and the buying and selling of goods and services.

The CIP code is used to refer to scope and sequence of courses that comprise a variety of business/technology and marketing programs.

PART III. GENERAL PROGRAM REQUIREMENTS

In order to be approved for funding, programs must meet the general requirements as outlined in Part II of these guidelines.

PART IV. SPECIFIC PROGRAM REQUIREMENTS AND RECOMMENDATIONS

1. The most current Montana Framework for Business Education should be referred to when developing curricula for courses and programs in business/technology and marketing education.
2. The courses in approved business/technology and marketing programs must be offered in an organized and logical sequence that flows from beginning to advanced. (see part 1: definitions and philosophy)
 - a. Organization and Content
 - 1) Approval of program units for funding will be based on the program curriculum, a sequence of courses that provides individuals with the academic and technical skills needed to prepare for further education and for careers, and the instructor's certification.
 - 2) It is highly recommended that the program have an active advisory committee, a career and technical student organization and other criteria in these guidelines.
 - 3) Brief Program Guidelines:
 - a. Keyboarding or Input Media is a K-12 program. The course will provide students with the ability to input data and create a variety of documents using touch-typing techniques (core standards).
 - b. Computer Application Courses will provide students with the ability to identify, select, evaluate, use, install, upgrade and customize application software, diagnose and solve problems occurring from application software installation and use (core standards).
 - c. Coursework should also include competencies in Business Ethics, Career Education and Personal Finance to prepare students to meet the changing demands of the business world, especially as it responds to the changing use of technology.

- d. Marketing and Management Courses prepare students for entry-level employment in fields relating to marketing and management, such as marketing concepts, business management, business law, accounting, economics, international business, entrepreneurship and e-commerce.
 - e. Administrative Office Systems coursework should include integration of advanced computer applications, information management, communications and administrative management.
 - f. Information Technologies coursework should include instruction in multi-media development, network systems, programming and software development and computer maintenance and management.
 - g. A recommended method of providing practical, realistic work experience is through cooperative work experience, which meets the criteria outlined in Article
- b. Facilities, Equipment
The type and amount of equipment needed by the business/technology and marketing education department for classroom activity vary with the program objectives, size of class and variety of courses offered. The equipment must be representative of the latest technology available for business and industry use and arranged in a setting simulating current business environment. All facilities must be adequate for the number of students involved. Desks and chairs should be ergonomically designed to meet all students' needs and requirements. The facility and equipment should be arranged to emphasize safety and efficiency.
- c. Career and Technical Student Organizations
All business/technology and marketing education programs should maintain a local Career and Technical Student Organization in good standing with the state and national organizations. Montana recognizes Business Professionals of America, (*The mission of Business Professionals of America is to contribute to the preparation of a world-class workforce through the advancement of leadership, citizenship, academic, and technological skills*), or DECA--an association of marketing students. (*DECA's mission is to enhance the co-curricular education of students with interests in marketing, management and entrepreneurship*).
- d. Instructor Qualifications
The instructor shall be certified to teach business and marketing education in the State of Montana. (A. General requirements, #10)
- e. Class Size
Business/technology and marketing education program class size should meet current state standards for classroom size.

PART IV. SECONDARY COOPERATIVE WORK EXPERIENCE COMPONENT

Career and vocational/technical cooperative work experience programs must provide all students with on-the-job experience and training along with career and vocational/technical classroom instruction related to their occupational interests. A cooperative arrangement among the school, employer, and student is therefore necessary. Students' classroom activities and on-the-job experiences must be planned and supervised by the school and the employer to ensure that both activities contribute to the student's employability.

A. CAREERS TO BE SERVED

Programs at the secondary level may serve one or several of the job titles by classification of instructional program codes in the following areas:

- Agriculture Education
- Business and Marketing Education
- Health Occupations Education
- Trades and Industrial Education
- Wage Earning Home Economics Education
- Industrial Technology Education

B. REQUIREMENTS

1. Organization and Content

Programs must provide students with on-the-job or simulated experiences and training related to their career and vocational/technical program.

- a. A cooperative arrangement among the school, the employer and the student is necessary. Students' classroom and on-the-job activities must be coordinated and supervised by the school and the employer to ensure that activities contribute to the students' employability and total education.
- b. A signed training agreement must be entered into by the work experience coordinator, educational agency, parent or legal guardian and trainee with a copy maintained by the work experience coordinator for the duration of the work experience.
- c. Employers of students placed in cooperative work experience must adhere to state and federal labor laws.
- d. Students enrolled in a work experience career and vocational/technical education program shall receive credit for related classroom instruction and on-the-job training.
- e. A training plan must be developed for each student. The training plan will include a minimum of three objectives, a job description and a program of learning activities.
- f. The time requirement for students in work experience must be equivalent to the time requirement for credit to be earned.
- g. Budget items that may be considered as additional costs for funding purposes are noted in 10.44.102 (a) through (d).

2. Evaluation and supervision

Teacher coordination visits to training stations should be made at least once a semester per student for evaluation and supervision.

3. Teacher Certification and Qualifications

See General Requirements, Section A., number 10

4. Time

The coordinator must be provided with coordination time over and above his or her regular preparation period(s). A minimum of one class period of coordination time per day or an equivalent of 5 class periods per week must be allotted for up to 30 cooperative students.